# Liberty Union High School District

**Administrative Regulation**

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| Classification: | Students | Policy No. | AR 5121 |
| | | Page | 1 of 9 |
| | | Effective | 3/9/94 |
| Subject: | Grades/Evaluation of Student Achievement | Revised | 5/13/26 |

The Superintendent or designee shall inform teachers of the district's policy regarding grading, including expectations that academic grades shall be based solely on students' current levels of mastery of the district standards and shall not include behavior or other nonacademic factors.

Report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall send the parent/guardian a written report or may arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

District standards in English Language Arts (ELA), Mathematics, English Language Development (ELD), Social Science, Science, World Languages, Visual Performing Arts, Career Technical Education, and Physical Education, have been formally adopted by the Board of Education.

For each student in grades 9-12, the Superintendent or designee shall maintain a transcript recording the courses taken, the term that each course was taken, credits earned, final grades, and date of graduation.

Grades for Academic Performance

Reported grades must be:

- Accurate: Reflects students' academic proficiency based on quality assessments
- Equitable: Consideration is given to what factors to include in the grade
- Motivating: Encourage students to strive for academic success, persevere through struggles and setbacks gain critical lifelong skills, understand the connection between learning and its outcomes, and be intrinsically motivated to learn
- Understandable: Students and parents understand what the grade is based on and how it was earned

Academic performance shall be reported for each grading period as follows:

| Letter Grade | Percents (Modified-Traditional Scale) | Percents (Recommended for use with rubric) | Rubric |
|---|---|---|---|
| A | 90-100 | 85-100 | 5 |
| B | 80-89 | 65-85 | 4 |
| C | 70-79 | 45-65 | 3 |
| D | 60-69 | 25-45 | 2 |
| F | 50-59 | 0-25 | 1 |

I - Incomplete
NM - No Mark
WF - Withdrawal/Fail

An *Incomplete* shall be given only when a student's work is not finished by the end of the grading period because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

A *No Mark* is given only when a teacher determines a student was enrolled in the class without a transfer grade and too late in the grading period to have completed adequate work to be assigned a letter grade. In special circumstances outside the control of the student, a no mark may be assigned with site administrator's approval.

A zero may be given for a missing assignment or assessment. Students are allowed to turn in missing assignments for full credit up to one week before the quarter ends. At that point the zero will be changed to the grade earned.

Guideline 1:

The purpose of grading is to communicate current achievement status to students, parents, and others.

- The communication and reporting system needs to be manageable for the teacher.
- Whenever it becomes evident that a student is in danger of failing a course, the teacher must communicate this to the parent/guardian, and the student in a timely manner.

Guideline 2:

Academic grades are to be communicated clearly, and be about achievement. While non-academic factors may be highly valued and often contribute to the student's achievement, these factors should be communicated separately from an achievement grade.

- Examples of Separate achievement include student behaviors, such as attendance, or attitude.

Guideline 3:

To ensure equity, students must receive adequate time to practice what they are learning and to make mistakes without penalty during the learning process. Weight grades by formative (learning) and summative (learned) assessments, with summative having more of an impact on the overall grade.

- Summative assessments will be weighted more heavily than formative assessments. The relative weight of each will be determined by agreement of the majority of the course-alike teachers.

Guideline 4:

To report accurate information (based on standards) on student achievement, provide

students with multiple and varied assessment opportunities (both formative and summative) to show what they know, understand, and can apply.

- Teachers should seek ways to assess individual student learning in group projects. Grades will be based on individual, not group achievement.
- Students scoring with a B or below can redo / retake summative assessments or show other means to demonstrate mastery of the content. The higher of the two scores will be accepted by the teacher for the grade.
- Students have two weeks (10 school days) once grade is posted to complete retake.
- Retakes for Advanced Placement (AP) classes are at teacher discretion.
- Final exam/assessments are not available for retakes.

Advanced Placement Courses

Because of the more rigorous nature of Advanced Placement, International Baccalaureate, honors, and concurrent postsecondary/dual enrollment courses students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A - 5.0 grade points
B - 4.0 grade points
C - 3.0 grade points

Grades for Physical Education

No grade of a student participating in a physical education course may be adversely affected due to the fact that the student, because of circumstances beyond the student's control, does not wear standardized physical education apparel. (Education Code 49066)

Student performance in high school physical education courses shall be based upon evaluation of the student's individual progress, attainment of goals in each instructional area, tests designed to determine skill and knowledge, and physical performance tests. (5 CCR 10060)

High school students using interscholastic athletic participation to fulfill physical education requirements, as authorized by Education Code 51242, may be graded on this participation provided a teacher credentialed to teach physical education supervises this participation and assigns the grade.

Grades for College Courses

When the district has approved a student to receive district credit for coursework completed at a community college or four-year college, the student shall receive the same letter grade as is granted by the college.

Grades for Citizenship and Work Habits

Any grades assigned for citizenship or work habits, such as effort or study skills, shall be reported as follows:

O - Outstanding
S - Satisfactory
U - Unsatisfactory
N - Needs Improvement

Pass/Fail Grading

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

Peer Grading

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

Repeating Classes

With the approval of the principal or designee, a student may repeat a core A-G course in order to meet UC/CSU minimum requirements. The student shall receive elective credit for the repeated course and both grades received shall be entered on the student's transcript, but the student shall receive credit only once for taking the course. The highest grade received shall be used in determining the student's overall grade point average (GPA).

Withdrawal from Classes

A student who drops a course during the first three weeks of the grading period may do so without any entry on their permanent record card. A student who drops a course after the first three weeks of the grading period shall receive an F grade on their permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.

Advanced Placement and other course level changes may be done up until the first nine weeks of the semester.

Effect of Absences on Grades

Teachers who choose to withhold class credit because of excessive unexcused absences (14 per semester grading period) shall so inform students and parents/guardians of such possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

Grade Point Average

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Academic Performance" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

Each academic year, the Superintendent or designee shall provide to the Student Aid Commission the GPA of all district students in grade 12, except for students who have opted out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA. (Education Code 69432.9)

Student Grades

The criteria for the award of the student's grade in a course shall be consistent with the adopted criteria in the district's course of study. The criteria in the course of study shall reflect the expected performance of students on state/district content standards. Students who have not met expected grade level performance on content standards should not receive a passing grade in a class.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Academic Integrity

Citizenship and honesty are essential to successful education.

Dishonest practices are not permitted and will have academic and nonacademic consequences.

Examples include:

1. Giving or using outside assistance related to an examination, test, or quiz, without permission from the teacher – including misuse of any form of technology.

2. Any pattern of absences on test days for the apparent advantage of better grades.

Consequences:

1. 1st offense – student will receive a zero on the assignment/assessment with the opportunity to retake/redo the assessment/assignment and a non-academic consequence.
2. 2nd offense – student will receive a zero on the assignment/ assessment and placed on non-participation list.
3. 3rd offense – parent conference

Extracurricular Activities

Students in grades nine through twelve must earn at least a 2.0 or C grade point average in order to participate in extracurricular activities. (Ed. Code 35160.5)

Grade Changes

The grade assigned by the teacher of the course shall be final in the absence of clerical or mechanical errors, fraud, bad faith, or incompetency.
No grade shall be changed by the Governing Board, the superintendent, or his designee unless the teacher who determined the grade is, to the extent practicable, given the opportunity to participate in all discussions relating to the grade and an opportunity to state orally, in writing, or both the reasons for which the grade was given. All grade changes must be made prior to the next quarter unless approved by the Principal due to extenuating circumstances.

Honor Roll

Each school shall post an Honor Roll. All courses except Pass/Fail shall be counted in computing eligibility for the Honor Roll. To qualify for the Honor Roll, a student must receive no current grade below a C and have a grade point average of 3.25 or better.

Transfer Students

When students who transfer midterm from other schools/districts are placed in equivalent courses in the Liberty Union High School District, they will be given credit for grades and units awarded by the sending school. The total units received for the course may not exceed the number of units approved for that particular course in the Liberty Union High School District.

When students who transfer midterm from other schools/districts are placed in unlike courses due to the lack of availability of the previously enrolled course, the site administration shall review the student's transcript on an individual basis to determine the credits to be accepted from the sending school.

Students transferring to our district from districts who assign weighted scores for honors classes will not transfer the weighted grade point average. Exceptions will be given only if that class is offered within the Liberty Union High School District. Weighted Grade Point Average for Advanced Placement classes will be transferred.

Credit Adjustment

New students transferring into a comprehensive site within the Liberty Union High School

District will receive a credit adjustment by multiplying the number of credits on their transcript by 1.17. This applies to students whose former high school had a graduation requirement of 240 credits or less.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

| State | Description |
|---|---|
| 5 CCR 10060 | Criteria for high school physical education programs |
| 5 CCR 30008 | Definition of high school grade point average for student aid eligibility |
| Ed. Code 48070 | Promotion and retention |
| Ed. Code 48205 | Excused absences |
| Ed. Code 48800-48802 | Enrollment of gifted students in community college |
| Ed. Code 48904-48904.3 | Withholding grades, diplomas, or transcripts |
| Ed. Code 49066 | Grades; finalization; physical education class |
| Ed. Code 49067 | Mandated regulations regarding student's achievement |
| Ed. Code 49069.5 | Students in foster care; grades and credits |
| Ed. Code 51242 | Exemption from physical education based on participation in interscholastic athletics |
| Ed. Code 69432.9 | Cal Grant program; notification of grade point average |
| Ed. Code 76000-76002 | Enrollment in community college |

| Federal | Description |
|---|---|
| 20 USC 1232g | Family Educational Rights and Privacy Act (FERPA) of 1974 |
| 34 CFR 99.1-99.67 | Family Educational Rights and Privacy |

| Management Resources | Description |
|---|---|
| Court Decision | Johnson v. Santa Monica-Malibu Unified School District Board of Education (1986) 179 Cal.App.3d 593 |
| Court Decision | Las Virgenes Educators Association v. Las Virgenes Unified School District (2001) 86 Cal.App.4th 1 |
| Court Decision | Owasso Independent School District v. Falvo (2002) 534 U.S. 426 |
| Court Decision | Swany v. San Ramon Valley Unified School District (1989) 720 F.Supp. 764 |
| CSBA Publication | Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief, July 2016 |
| U.S. DOE Office for Civil Rights Correspondence | Report Cards and Transcripts for Students with Disabilities, October 17, 2008 |
| Website | CSBA District and County Office of Education Legal Services |
| Website | California Student Aid Commission |
| Website | CSBA |
| Website | U.S. Department of Education, Office for Civil Rights |
| Website | California Department of Education |

Cross References

| Code | Description |
|---|---|
| 4127 | Temporary Athletic Team Coaches |
| 4127 | Temporary Athletic Team Coaches |
| 4131 | Staff Development |

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| 4222 | Teacher Aides/Paraprofessionals |
| 4222 | Teacher Aides/Paraprofessionals |
| 4227 | Temporary Athletic Team Coaches |
| 4227 | Temporary Athletic Team Coaches |
| 4231 | Staff Development |
| 4327 | Temporary Athletic Team Coaches |
| 4327 | Temporary Athletic Team Coaches |
| 5020 | Parent Rights And Responsibilities |
| 5020 | Parent Rights And Responsibilities |
| 5113 | Absences And Excuses |
| 5113 | Absences And Excuses |
| 5113.1 | Chronic Absence And Truancy |
| 5113.1 | Chronic Absence And Truancy |
| 5113.2 | Work Permits |
| 5113.2 | Work Permits |
| 5123 | Promotion/Acceleration/Retention |
| 5123 | Promotion/Acceleration/Retention |
| 5125 | Student Records |
| 5125 | Student Records |
| 5125.2 | Withholding Grades, Diploma Or Transcripts |
| 5125.3 | Challenging Student Records |
| 5126 | Awards For Achievement |
| 5126 | Awards For Achievement |
| 5127 | Graduation Ceremonies And Activities |
| 5132 | Dress And Grooming |
| 5132 | Dress And Grooming |
| 6011 | Academic Standards |
| 6020 | Parent Involvement |
| 6020 | Parent Involvement |
| 6141.2 | Recognition Of Religious Beliefs And Customs |
| 6141.2 | Recognition Of Religious Beliefs And Customs |
| 6141.5 | Advanced Placement |
| 6142.4 | Service Learning/Community Service Classes |
| 6142.7 | Physical Education And Activity |
| 6142.7 | Physical Education And Activity |
| 6143 | Courses Of Study |
| 6143 | Courses Of Study |
| 6144 | Controversial Issues |
| 6145 | Extracurricular And Cocurricular Activities |
| 6145 | Extracurricular And Cocurricular Activities |
| 6145.2 | Athletic Competition |
| 6145.2 | Athletic Competition |
| 6146.11 | Alternative Credits Toward Graduation |
| 6146.11 | Alternative Credits Toward Graduation |
| 6146.3 | Reciprocity Of Academic Credit |
| 6146.3 | Reciprocity Of Academic Credit |
| 6146.5 | Elementary/Middle School Graduation Requirements |
| 6152 | Class Assignment |
| 6152.1 | Placement In Mathematics Courses |
| 6152.1 | Placement In Mathematics Courses |
| 6154 | Homework/Makeup Work |
| 6155 | Challenging Courses By Examination |
| 6155 | Challenging Courses By Examination |
| 6158 | Independent Study |
| 6158 | Independent Study |
| 6162.5 | Student Assessment |
| 6164.5 | Student Success Teams |
| 6164.5 | Student Success Teams |

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|---|---|
| 6172 | Gifted And Talented Student Program |
| 6172 | Gifted And Talented Student Program |
| 6173.1 | Education For Foster Youth |
| 6173.1 | Education For Foster Youth |
| 6179 | Supplemental Instruction |
| 6184 | Continuation Education |
| 6184 | Continuation Education |
| 9150 | Student Board Members |

(7/02 11/03, 7/09, 11/19)